

Fair Access: Analysis of school leaver attainment by SIMD quintile

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1 Fair Access – background and recommendations of the Commission on Widening Access

In the 2014/15 Programme for Government, the Scottish Government set out its ambition that every child, irrespective of socioeconomic background, should have an equal chance of accessing higher education. The Commission on Widening Access (CoWA or ‘the Commission’) was established to advise Ministers on the steps necessary to achieve this.

The Commission published its final report: A Blueprint for Fairness¹, in March 2016. The report contained 34 recommendations including several ‘foundational’ recommendations such as the introduction of access thresholds for all degree programmes, and the implementation of targets at sector and university level to drive forward equal access to higher education in Scotland.

The Commission’s report also included data-related recommendations such as Recommendation 30 which asked the Scottish Funding Council and the Scottish Government to provide “enhanced monitoring of fair access at key stages of the learner journey including analyses by socioeconomic background of [...] school attainment”.

This evidence paper has been produced in response to Recommendation 30 and the data included here will allow universities to consider the potential impact of access thresholds on the school leaver applicant pool.

Access Thresholds

The Commission highlighted that improvements in school attainment in the last decade or so have led to an increase in competition and a corresponding increase in entry requirements at universities. As a result, applicants are asked for “substantially higher grades than the level of attainment that is necessary to successfully complete degree programmes”. Since attainment is generally lower among learners from disadvantaged backgrounds they have been negatively affected by this shift.

CoWA Recommendation 11 stated that “by 2019 all universities should set access thresholds for all degree programmes against which learners from the most deprived backgrounds should be assessed”. The Commission went on to state that that these thresholds should be set “at a level which accurately reflects the minimum academic standard and subject knowledge necessary to successfully complete a degree programme”. The data provided in this paper does not necessarily assist with the process of *setting* access thresholds as envisaged by the Commission but will help to assess the potential *impact* of these thresholds on the school leaver applicant pool.

Universities Scotland confirmed last year that “every Scottish higher education institution will set minimum entry requirements for their courses in 2019 for entrants starting in 2020/21”.

¹<https://beta.gov.scot/publications/blueprint-fairness-final-report-commission-widening-access/documents/00496619.pdf>

2 Attainment – background and official data

The Scottish Government has made equally clear its commitment to closing the poverty-related attainment gap between children and young people from the least and most disadvantaged communities. Ministers committed to making demonstrable progress in closing the gap during the lifetime of this Parliament, and to substantially eliminate it in the next decade. There are a number of related policy initiatives underway, including the Attainment Challenge and the Pupil Equity Fund.

The CoWA welcomed the priority being placed on closing the school attainment gap and recognised “the potential contribution these policy interventions could make to advancing equal access by increasing the number of disadvantaged learners with the attainment necessary to enter higher education”.

Official data and the attainment gap

In line with the commitment set out in the 2017 National Improvement Framework and Improvement Plan, the Scottish Government has worked with key stakeholders to explore and agree what specific measures would help drive improvement across all stages of a young person's life. The Scottish Government consulted on proposals for measuring the gap and milestones towards closing it; focusing on the impact of the education system as a whole and using a range of measures that reflect the key stages of the learner journey and the breadth of issues that can impact on attainment. The consultation resulted in a basket of 11 key attainment gap measures.

Three of these attainment measures relate specifically to secondary school Senior Phase:

- 1 or more award at SCQF 4 (e.g. National 4) or above on leaving school
- 1 or more award at SCQF 5 (e.g. National 5) or above on leaving school
- 1 or more award at SCQF 6 (e.g. Higher) or above on leaving school

Official Statistics published annually by the Scottish Government in the Summary Statistics for Attainment, Leaver Destinations and Healthy Living publication² show the attainment of school leavers at these SCQF³ levels by SIMD quintile.

Table 1: Percentage of school leavers with 1 or more award at SCQF 4 or above

	Most deprived 20% (SIMD20)	Least deprived 20% (SIMD80 to 100)	Gap (percentage points)
2011/12	90.7%	98.9%	8.2
2012/13	91.9%	99.1%	7.2
2013/14	92.4%	98.8%	6.4
2014/15	92.6%	98.9%	6.3
2015/16	92.8%	98.8%	6.1

²<http://www.gov.scot/Publications/2017/06/9699>

³<https://www.sqa.org.uk/sqa/71377.html>

Table 2: Percentage of school leavers with 1 or more award at SCQF 5 or above

	Most deprived 20% (SIMD20)	Least deprived 20% (SIMD80 to 100)	Gap (percentage points)
2011/12	65.8%	93.9%	28.1
2012/13	68.9%	94.2%	25.3
2013/14	71.9%	94.6%	22.7
2014/15	74.0%	94.9%	20.9
2015/16	74.4%	94.7%	20.3

Table 3: Percentage of school leavers with 1 or more award at SCQF 6 or above

	Most deprived 20% (SIMD20)	Least deprived 20% (SIMD80 to 100)	Gap (percentage points)
2011/12	33.6%	77.9%	44.3
2012/13	34.9%	77.3%	42.4
2013/14	38.5%	79.1%	40.6
2014/15	41.2%	80.3%	39.1
2015/16	42.7%	81.2%	38.5

On each of the measures above, the attainment gap decreased over the four years to 2015/16⁴. The narrowing of the gap was driven by increases in the attainment of leavers from the most deprived areas (SIMD20). The attainment of leavers from the least deprived areas also increased over this period at SCQF levels 5 and 6, but to a lesser extent (and from a higher baseline level).

3 Attainment by grade combination and access to university

The official data provides a useful indication of patterns in attainment in a broad sense. More detailed data is required, however, to understand the size and makeup of the pool of school leavers from SIMD20 areas with grades that might allow them to enter university.

Tables 6 to 11 in Annex A show the number of S5 and S6 school leavers achieving a range of relevant grade combinations, broken down by the SIMD quintile they live in. To improve the readability of the data, grade combinations have been 'equivalised' in line with the UCAS tariff points system⁵. For example, AAABC is considered equivalent to AABBB because having a C rather than a B is compensated for by having AAA rather than AAB. Table 12 contains a list of equivalised grade combinations and corresponding tariff point scores. For leavers with more than 6 Highers, the best 6 grades were used.

⁴ Please note that it is not possible to accurately project future trends in school leaver attainment using historic data due to the range of policy initiatives currently underway which actively seek to raise attainment, as noted above, and the recent changes to national qualifications, including Highers.

⁵ <https://www.ucas.com/ucas/tariff-calculator>

Tables 4 and 5 below provide a summary of the data for S6 leavers from the 20% most deprived (SIMD20) areas over recent years, focussing on specific qualification thresholds for illustration.

At universities with relatively lower entry requirements, school leavers who apply are generally asked for at least three Highers at grade C or better to have a chance of gaining a place.

In 2015/16, 2,510 (45%) S6 school leavers from SIMD20 achieved 3 or more Highers at grade C or above and the number of S6 school leavers achieving grades in this range increased over the last three years (Table 4).

Table 4: S6 leavers from the 20% most deprived (SIMD20) areas with 3 or more Highers (grade C or above)

	Number of S6 leavers from SIMD20 w/ 3+ Highers	Percentage of all S6 leavers from SIMD20 w/ 3+ Highers
2013/14	2,230	43%
2014/15	2,236	41%
2015/16	2,510	45%

To gain a place at more selective institutions, school leavers are generally asked for 4 or 5 Highers at A or B, with some of the most competitive courses asking for 5 or 6 Highers at that level. Table 5 covers grade combinations with a UCAS tariff score equivalent to AAAAA (165 tariff points) or higher (see Chart 1 for equivalised grade combinations ordered by tariff score). It is important to note, however, that every institution has its own specific admissions policy and won't necessarily equalise or differentiate between grades in this way.

In 2015/16, 570 (10%) S6 school leavers from SIMD20 achieved AAAAA or better. The number of S6 school leavers achieving grades in this range increased compared to 2013/14 but the percentage gaining AAAAA or better was stable over this period i.e. the increase was in line with an increase in the number of SIMD20 pupils staying on to S6.

Table 5: S6 leavers from the 20% most deprived (SIMD20) areas with AAAAA or better at Higher

	Number of S6 leavers from SIMD20 w/ AAAAA or better	Percentage of all S6 leavers from SIMD20 w/ AAAAA or better
2013/14	519	10%
2014/15	480	9%
2015/16	570	10%

If, for example, highly selective institutions required all applicants to achieve AAABB at Higher, a total of 843 (15%) S6 leavers from SIMD20 areas would have been eligible for admission in 2015/16 i.e. 843 achieved grades with a tariff score equivalent to AAABB or higher. If institutions found that BBBBB at Higher reflected the minimum academic standard required and set an access threshold at this level, the pool of eligible S6 leavers would increase by almost 40% to 1,157 (21%).

5 Limitations

The analysis is of limited relevance at individual institution and course level

The detailed attainment data in Annex A can be used to demonstrate the potential impact of access thresholds on the applicant pool at national level or for a group of institutions. The data is not necessarily suitable, however, for use at an individual institution or course level.

As noted, each institution has its own admissions policy and each course will have its own specific requirements. Sometimes specific grades are expected in key subjects or, at some more selective institutions, a minimum level of S5 attainment is expected for S6 leavers (although institutions have been known to relax this requirement for access students). This means that although the data in Annex A accurately captures attainment of school leavers, the notional applicant pools suggested are only approximate as they do not take account of specific practices and policies within institutions.

The analysis only covers part of the potential applicant pool

School leavers represent only part of the potential applicant pool for universities and it is particularly important to take this into account if comparing historic university entrant numbers and the notional applicant pool suggested by attainment figures. For example, there were approximately 4,000 Scottish domiciled full-time first degree entrants from SIMD20 areas in 2015/16. Around one third of those entrants (35%) were aged under 19 i.e. were likely to have entered directly upon or shortly after leaving school. This means just over 2,600 entrants from SIMD20 areas entered university at 19 or older, and might not have gained entry based solely on the qualifications they obtained at school. Furthermore, the percentage of entrants from SIMD20 areas aged under 19 varied considerably between universities, ranging from 17% at the University of the West of Scotland to 80% at the University of St Andrews.

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Annex A

Table 6: S6 school leavers' attained grade combinations, by SIMD quintile, 2013/14

No. of Grades	Grade combination (or equivalent)	(SIMD20) SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
6 or more	AAAAAA	58	102	165	291	456
	AAAAAB	50	87	156	183	301
	AAAABB	74	126	191	247	332
	AAABBB	88	132	209	269	364
	AABBBB	100	147	224	278	392
	ABBBBB	125	128	187	278	305
	BBBBBB	97	150	184	263	280
	BBBBBC	76	127	168	200	253
	BBBBCC	77	103	120	164	180
	BBBCCC	71	73	81	106	138
	BBCCCC	30	36	39	56	57
	BCCCCC	6	17	13	21	30
	CCCCCC	*	*	*	*	*
5	AAAAA	24	39	84	176	293
	AAAAB	20	32	84	140	157
	AAABB	28	38	89	108	173
	AABBB	49	58	100	95	142
	ABBBB	51	80	96	144	180
	BBBBB	67	81	124	157	167
	BBBBBC	72	84	129	150	186
	BBBCC	77	94	112	149	130
	BBCCC	48	86	96	122	107
	BCCCC	31	35	49	59	74
	CCCCC	11	8	10	21	17
4	AAAA	7	5	7	11	14
	AAAB	10	16	21	13	36
	AABB	17	24	36	42	37
	ABBB	43	51	62	86	76
	BBBB	66	91	95	123	121
	BBBC	84	122	122	158	161
	BBCC	87	142	163	157	165
	BCCC	64	62	95	109	117
	CCCC	26	28	41	42	43
3	AAA	*	*	*	*	*
	AAB	8	9	11	17	13
	ABB	38	49	44	47	46
	BBB	86	92	105	118	109
	BBC	143	149	152	185	147
	BCC	137	146	182	183	174
	CCC	79	91	89	113	86
Totals	0-2 Highers	2,931	2,755	2,531	2,309	1,786
	3 or more Highers	2,230	2,946	3,943	5,090	6,070

Notes:

1. Grade combinations were 'equivalised' using the UCAS tariff points system e.g. AAABC is considered equivalent to AABBB. See Table 12 for list of equivalised grade combinations.
2. For leavers with more than 6 Highers, the best 6 grades were used.
3. Table includes Higher grades attained in previous years.
4. Non-zero values lower than 5 have been suppressed.

Table 7: S5 school leavers' attained grade combinations, by SIMD quintile, 2013/14

No. of Grades	Grade combination (or equivalent)	(SIMD20) SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
6 or more	AAAAAA	0	0	*	0	*
	AAAAAB	0	0	0	*	*
	AAAABB	0	*	*	*	0
	AAABBB	0	*	0	0	*
	AABBBB	*	0	*	*	0
	ABBBBB	0	0	*	0	0
	BBBBBB	*	0	0	0	0
5	AAAAA	*	6	14	18	19
	AAAAB	*	*	7	17	16
	AAABB	*	*	6	20	15
	AABBB	*	*	8	14	18
	ABBBB	*	*	14	12	15
	BBBBB	5	*	9	12	10
	BBBBC	*	*	6	12	9
	BBBCC	*	*	*	*	*
	BBCCC	0	*	*	5	*
	BCCCC	0	*	*	0	0
	CCCCC	0	0	0	0	*
4	AAAA	0	0	*	*	*
	AAAB	0	*	5	6	*
	AABB	*	10	9	10	10
	ABBB	*	*	7	10	12
	BBBB	*	11	7	23	14
	BBBC	9	14	12	10	9
	BBCC	6	*	12	19	20
	BCCC	*	*	5	6	15
	CCCC	*	*	0	*	*
3	AAA	*	0	*	*	*
	AAB	0	*	7	8	7
	ABB	*	8	7	12	8
	BBB	6	14	18	10	18
	BBC	11	15	16	24	25
	BCC	8	13	21	27	19
	CCC	*	7	8	7	6
Totals	0-2 Highers	3,331	2,672	2,440	2,017	1,296
	3 or more Highers	80	135	219	298	286

Notes:

1. Grade combinations were 'equivalised' using the UCAS tariff points system e.g. AAABC is considered equivalent to AABBB. See Table 12 for list of equivalised grade combinations.
2. For leavers with more than 6 Highers, the best 6 grades were used.
3. Table includes Higher grades attained in previous years.
4. Non-zero values lower than 5 have been suppressed.

Table 8: S6 school leavers' attained grade combinations, by SIMD quintile, 2014/15

No. of Grades	Grade combination (or equivalent)	(SIMD20) SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
6 or more	AAAAAA	67	123	192	293	462
	AAAAAB	48	84	171	229	332
	AAAABB	70	119	182	233	376
	AAABBB	85	140	206	287	374
	AABBBB	104	159	209	323	390
	ABBBBB	84	152	209	299	355
	BBBBBB	93	135	206	290	292
	BBBBBC	92	137	169	213	272
	BBBBCC	78	95	148	186	178
	BBBCCC	49	65	95	115	113
	BBCCCC	28	40	49	56	63
	BCCCCC	10	13	9	24	23
	CCCCCC	*	5	*	*	*
5	AAAAA	22	44	108	176	336
	AAAAB	21	41	71	107	182
	AAABB	39	47	76	105	138
	AABBB	40	70	95	117	152
	ABBBB	59	79	99	160	149
	BBBBB	83	113	127	156	187
	BBBBBC	87	96	129	166	166
	BBBCC	81	74	99	134	154
	BBCCC	48	74	86	99	100
	BCCCC	23	34	34	40	50
	CCCCC	8	9	10	18	16
4	AAAA	*	7	10	15	13
	AAAB	10	17	31	27	36
	AABB	20	31	36	38	45
	ABBB	49	59	73	94	80
	BBBB	73	87	121	136	129
	BBBC	98	119	160	188	144
	BBCC	103	122	157	174	133
	BCCC	59	83	96	116	105
	CCCC	23	30	29	51	28
3	AAA	7	6	*	*	*
	AAB	17	7	19	12	10
	ABB	30	42	50	61	40
	BBB	77	90	140	138	106
	BBC	157	149	173	176	178
	BCC	133	152	161	176	152
	CCC	54	93	117	101	96
Totals	0-2 Highers	3,269	2,719	2,542	2,288	1,695
	3 or more Highers	2,236	3,042	4,156	5,337	6,160

Notes:

1. Grade combinations were 'equivalised' using the UCAS tariff points system e.g. AAABC is considered equivalent to AABBB. See Table 12 for list of equivalised grade combinations.
2. For leavers with more than 6 Highers, the best 6 grades were used.
3. Table includes Higher grades attained in previous years.
4. Non-zero values lower than 5 have been suppressed.

Table 9: S5 school leavers' attained grade combinations, by SIMD quintile, 2014/15

No. of Grades	Grade combination (or equivalent)	(SIMD20) SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
6 or more	AAAAAA	0	0	*	*	*
	AAAAAB	0	0	0	0	*
	AAAABB	0	*	0	*	*
	AAABBB	0	*	0	*	*
	AABBBB	0	*	0	*	0
	ABBBBB	*	0	0	*	0
	BBBBBB	0	0	0	0	*
5	AAAAA	*	5	9	15	20
	AAAAB	*	5	18	15	24
	AAABB	*	8	12	16	25
	AABBB	6	12	11	19	18
	ABBBB	*	7	10	19	15
	BBBBB	*	*	9	9	12
	BBBBC	*	*	6	9	9
	BBBCC	*	5	6	*	*
	BBCCC	0	*	*	*	6
	BCCCC	0	0	*	0	*
CCCCC	0	0	*	*	*	
4	AAAA	0	*	5	5	5
	AAAB	*	5	*	11	7
	AABB	7	*	9	12	13
	ABBB	5	*	14	16	22
	BBBB	11	15	15	17	13
	BBBC	5	8	18	15	18
	BBCC	*	5	13	15	11
	BCCC	*	*	8	6	8
	CCCC	0	*	*	*	*
3	AAA	0	*	*	*	0
	AAB	6	*	10	9	7
	ABB	10	12	16	16	10
	BBB	22	18	26	21	25
	BBC	21	24	37	35	32
	BCC	13	25	31	35	27
	CCC	5	6	11	12	5
Totals	0-2 Highers	3,340	2,778	2,410	2,001	1,311
	3 or more Highers	136	190	310	347	350

Notes:

1. Grade combinations were 'equivalised' using the UCAS tariff points system e.g. AAABC is considered equivalent to AABBB. See Table 12 for list of equivalised grade combinations.
2. For leavers with more than 6 Highers, the best 6 grades were used.
3. Table includes Higher grades attained in previous years.
4. Non-zero values lower than 5 have been suppressed.

Table 10: S6 school leavers' attained grade combinations, by SIMD quintile, 2015/16

No. of Grades	Grade combination (or equivalent)	(SIMD20) SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
6 or more	AAAAAA	50	103	206	300	487
	AAAAAB	69	101	186	275	368
	AAAABB	89	139	197	275	377
	AAABBB	95	142	215	312	384
	AABBBB	113	157	252	306	370
	ABBBBB	125	147	200	335	345
	BBBBBB	107	145	208	264	320
	BBBBBC	100	107	183	205	256
	BBBBCC	72	91	148	144	180
	BBBCCC	35	62	99	95	129
	BBCCCC	20	34	20	53	70
	BCCCCC	6	18	15	16	23
	CCCCCC	*	*	*	*	*
5	AAAAA	29	59	78	162	333
	AAAAB	30	49	83	138	185
	AAABB	36	60	77	133	157
	AABBB	45	81	122	126	162
	ABBBB	62	110	133	146	166
	BBBBB	80	118	137	160	175
	BBBBC	82	110	130	163	154
	BBBCC	79	80	97	152	131
	BBCCC	58	64	78	93	84
	BCCCC	31	29	34	49	53
CCCCC	7	9	11	6	10	
4	AAAA	*	5	15	11	12
	AAAB	17	22	24	38	35
	AABB	31	33	52	46	58
	ABBB	59	57	89	89	97
	BBBB	87	110	109	149	148
	BBBC	106	122	145	174	130
	BBCC	116	124	156	164	148
	BCCC	70	89	108	118	107
	CCCC	30	35	30	42	35
3	AAA	*	*	*	*	*
	AAB	21	16	18	24	12
	ABB	55	49	57	62	56
	BBB	103	111	89	122	116
	BBC	152	160	171	205	169
	BCC	146	144	166	208	173
	CCC	90	77	73	108	78
Totals	0-2 Highers	3,018	2,550	2,319	2,179	1,544
	3 or more Highers	2,510	3,174	4,223	5,475	6,302

Notes:

1. Grade combinations were 'equivalised' using the UCAS tariff points system e.g. AAABC is considered equivalent to AABBB. See Table 12 for list of equivalised grade combinations.
2. For leavers with more than 6 Highers, the best 6 grades were used.
3. Table includes Higher grades attained in previous years.
4. Non-zero values lower than 5 have been suppressed.

Table 11: S5 school leavers' attained grade combinations, by SIMD quintile, 2015/16

No. of Grades	Grade combination (or equivalent)	(SIMD20) SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
6 or more	AAAAAA	0	0	*	*	*
	AAAAAB	0	*	*	0	*
	AAAABB	*	*	*	*	*
	AAABBB	0	*	0	5	*
	AABBBB	0	0	0	*	*
	ABBBBB	*	0	*	*	0
	BBBBBB	0	*	0	0	0
5	AAAAA	7	5	9	18	24
	AAAAB	*	5	9	24	22
	AAABB	*	8	7	22	23
	AABBB	5	9	14	14	12
	ABBBB	5	*	16	21	15
	BBBBB	*	6	8	11	15
	BBBBC	*	9	6	6	10
	BBBCC	*	6	5	11	7
	BBCCC	*	*	*	8	*
	BCCCC	0	*	*	*	*
CCCCC	0	0	*	*	0	
4	AAAA	*	*	*	7	6
	AAAB	*	*	*	6	14
	AABB	*	9	10	8	10
	ABBB	5	9	9	19	15
	BBBB	5	8	14	25	16
	BBBC	12	8	13	28	20
	BBCC	7	10	13	10	9
	BCCC	*	*	*	*	7
CCCC	*	*	*	*	*	
3	AAA	*	*	*	*	*
	AAB	*	7	*	5	*
	ABB	13	*	13	16	17
	BBB	16	19	30	29	22
	BBC	20	28	35	40	32
	BCC	13	15	37	38	32
CCC	7	16	16	16	13	
Totals	0-2 Highers	3,359	2,745	2,334	2,043	1,261
	3 or more Highers	146	208	297	410	366

Notes:

1. Grade combinations were 'equivalised' using the UCAS tariff points system e.g. AAABC is considered equivalent to AABBB. See Table 12 for list of equivalised grade combinations.
2. For leavers with more than 6 Highers, the best 6 grades were used.
3. Table includes Higher grades attained in previous years.
4. Non-zero values lower than 5 have been suppressed.

Table 12: Higher grade combinations equivalised by UCAS tariff point scores

No. of Grades	Grade combination	Equivalent grade combinations	Tariff score
6 or more	AAAAAA		198
	AAAAAB		192
	AAAABB	AAAAAC	186
	AAABBB	AAAABC	180
	AABBBB	AAABBC, AAAACC	174
	ABBBBB	AABBBC, AAABCC,	168
	BBBBBB	ABBBBC, AABBC, AAACCC	162
	BBBBBC	AABCCC, ABBBCC	156
	BBBBCC	ABBCCC, AACCCC	150
	BBBCCC	ABCCCC	144
	BBCCCC	ACCCCC	138
	BCCCCC		132
	CCCCCC		126
5	AAAAA		165
	AAAAB		159
	AAABB	AAAAC	153
	AABBB	AAABC	147
	ABBBB	AABBC, AAACC	141
	BBBBB	ABBBC, AABCC	135
	BBBBC	ABBCC, AACCC	129
	BBBCC	ABCCC	123
	BBCCC	ACCCC	117
	BCCCC		111
	CCCCC		105
4	AAAA		132
	AAAB		126
	AABB	AAAC	120
	ABBB	AABC	114
	BBBB	AACC, ABBC	108
	BBBC	ABCC	102
	BBCC	ACCC	96
	BCCC		90
	CCCC		84
3	AAA		99
	AAB		93
	ABB	AAC	87
	BBB	ABC	81
	BBC	ACC	75
	BCC		69
	CCC		63